

MATH INTERVENTIONS UPDATE

MONTHLY UPDATE FOR THE MATHEMATICS ACHIEVEMENT FUND GRANT

APRIL/MAY 2016

VOLUME 4 – ISSUE 5



End-of-Year Survey Now Available

The end-of-year survey for the Kentucky Department of Education is now posted and is open for all MITs to complete. The survey needs to be completed by **Tuesday, May 31st**. The survey contains 33 questions. However, questions 28-33 are the same question about specific intervention programs. Some MITs will only answer one question from this section. The survey can only be submitted online (it will not be accepted in paper form) and should take about 10-15 minutes to complete. Just click the link below or copy the link into your browser to begin the survey. Be sure to click “Done” to submit your survey. If you have any questions or concerns, please contact Pamela Pickens.

<https://www.surveymonkey.com/r/82RG8FC>

GRANT FUNDING

As of right now, the grant funding will remain the same for the 2015-2016 school year. The tentative award amount will be \$41,000. Please let your district’s finance and budget director know so they may proceed with planning. If anything changes, KDE will let you know immediately.

2016-2017 Assurance Statement and Budget

The Assurance Statement and Budget Forms are now complete. Please read over the document that was sent out to MITs along with this update. The document includes a brief background, options for implementation, requirements, roles of the MIT and principal, assessments, reporting and funding requirements. Please note a few changes made to the document for the 2016-2017 school year, including clarification about hiring a substitute in the MIT’s absence (p. 3), statement regarding the possibility of funding loss relating to compliance requirements (p. 3), clarification of the MIT’s role on the school’s RTI team (p. 4), and assessment/reporting clarification (p. 6). The assurance statement will need to be filled out completely and signed by the MIT, the school’s principal, as well as the superintendent. **The assurance statement with signatures and the budget summary form (last 3 pages of the document) should be faxed or scanned and emailed back to Pamela Pickens by August 1, 2016 to receive funding for the 2016-2017 school year.**

Department of Education

Office of Next-Generation Learners
Division of Learning Services
Differentiated Learning Branch

Associate Commissioner: Dr. Amanda Ellis

Division Director: Gretta Hylton

Branch Manager: April Pieper

Math Intervention Consultant: Pamela Pickens

Yearly KDE Requirements:

Beginning of the School Year

- ☒ Assurance Statement & Budget Summary
- ☒ Orientation Meeting
- ☒ Schedule Sent to the KDE

By October 30th

- ☒ Infinite Campus Intervention Tab Utilized

By January 30th

- ☒ Infinite Campus Intervention Tab Updated
- ☒ MIT Mid-Year Survey

By March 30th

- ☒ Infinite Campus Intervention Tab Updated

End of the School Year

- ☐ Infinite Campus Intervention Tab Completed
- ☐ MIT End-of-Year Survey

INTERVENTION TAB



How to Complete the Year in the Intervention Tab

To meet the final IC Intervention Tab requirement for MAF grant compliance, all records of students directly serviced as a result of the MAF grant need to be complete. To complete records, please make sure your students have an “End Date,” “Total Hours Served” and “Student Service Results” entered by June 30th. Most MITs will need to have this complete before leaving on summer break.

1. Open the student’s intervention record.
2. Enter the “End Date” – the date when the student exited this intervention. Note: All interventions must be end dated by the school year closes.

The screenshot shows the 'Intervention' record form. It includes fields for 'Status Date' (01/09/2014), 'Status Time' (11:04 AM), 'Start Date', 'End Date', 'Student Service Results' (a dropdown menu), and 'Student Service Results Other'. Green arrows point to the 'End Date' and 'Student Service Results' fields.

3. Enter the “Student Service Results” – When the student exits this intervention, select the result of the intervention services provided to the student from the drop down list.

Student Service Results: When the student exits this intervention, select the result of the intervention services provided to the student from the drop list.

- **1: Successfully exited intervention:** The student successfully completed the Intervention Plan goals and was released from intervention services.
- **2: Exited to another intervention:** The student exited this Intervention Plan to begin a new Intervention Plan that requires a new record. This occurs when a student changes intervention tiers or when there is a dramatic change in intervention programs or strategies used with students.
- **3: Continue in intervention:** The student did not successfully exit the Intervention Plan by the end of academic year and will continue the Intervention Plan the following school year.
- **4: Moved from school:** The student withdrew from this school. In this event, please ensure that the intervention records are sent to the new school in which the student enrolls to ensure the student does not lose valuable intervention time.
- **5: Graduated, did not meet goals:** Select if the student received intervention services and graduated from the school before meeting benchmarks. **#5 - Does not apply to MAF students.**
- **6: Other:** Select only if options 1 through 5 do not describe the service results for this student. Then describe the results in “Student Service Results Other”.

4. Enter the “Total Hours Served” – the total number of hours the student received intervention services when the student exits this intervention.

The screenshot shows the bottom portion of the 'Intervention' record form. It includes fields for 'Tier Status' (a dropdown menu), 'Intervention Type' (a dropdown menu), 'Total Hours Served', and 'State Course Code'. A green arrow points to the 'Total Hours Served' field.

If you receive communication from KDE about data entry errors, please be timely (within two weeks) in correcting any issues and informing KDE staff the errors have been corrected.

Questions?

Please contact April Pieper at april.pieper@education.ky.gov or by telephone at 502-564-4970, ext. 4519.

Resources for the Intervention Tab -

http://education.ky.gov/educational/int/ksi/Pages/ksiIC_InterventionTab.aspx

Mathematical Practice of the Month

To emphasize the Mathematical Practices, the CCSS gives them their own distinct section, but they are not to be thought of as a separate skill set to be handled in special lessons or supplements. The intent is that these *essential mathematical habits of mind and action* pervade the curriculum and pedagogy of mathematics, K–12, in age-appropriate ways.




6 – Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Resource: Common Core State Standards Initiative <http://www.corestandards.org>

Anchor Charts for this Mathematical Practice

Resource: Jordan School District <http://elemmath.jordandistrict.org/files/2012/05/Standard-61.pdf>

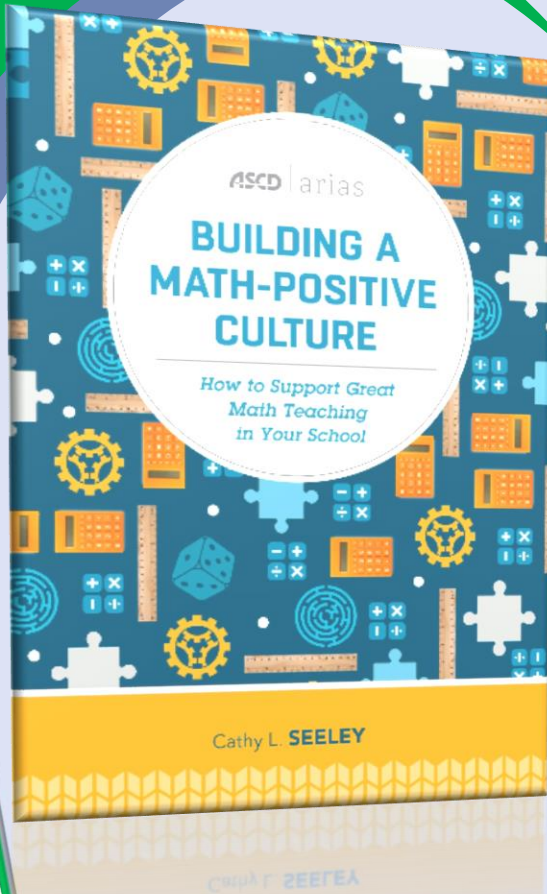
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| <p>Attend to precision. <small>Mathematical practice 6</small></p>  <p><i>I can be careful when I use math and clear when I share my ideas.</i></p> <p>Careful and clear mathematicians use...</p> <div style="display: flex; justify-content: space-around;"> <div> <p>PLUS: join</p> <p>EQUAL: the same as</p> <p>2 cats + 3 dogs = 5 pets</p> <p>label units</p> </div> <div> <ul style="list-style-type: none"> • math vocabulary • symbols • labels • addition and subtraction strategies </div> </div> | <p>Attend to precision. <small>Mathematical practice 6</small></p>  <p><i>I can be precise when solving problems and clear when I share my ideas.</i></p> <p>Careful and clear mathematicians use...</p> <div style="display: flex; justify-content: space-around;"> <div> <p>symbols</p> <p>PLUS: join</p> <p>EQUAL: the same as</p> <p>23¢ + 52¢ = 75¢</p> <p>units of measure: CENTS</p> </div> <div> <ul style="list-style-type: none"> • math vocabulary • symbols that have meaning • context labels • units of measure • calculations that are accurate and efficient </div> </div> |
| <p>Attend to precision. <small>Mathematical practice 6</small></p>  <p><i>I can be precise when solving problems and clear when communicating my ideas.</i></p> <p>Mathematicians communicate with others using...</p> <div style="display: flex; justify-content: space-around;"> <div> <p>symbol: equal (the same as)</p> <p>48 inches = 4 feet</p> <p>units of measure</p> </div> <div> <ul style="list-style-type: none"> • math vocabulary with clear definitions • symbols that have meaning • context labels • units of measure • calculations that are accurate and efficient </div> </div> | |

RECOMMENDED READING

Building a Math-Positive Culture

How to Support Great Math Teaching in Your School

Cathy L. Seeley



Cathy L. Seeley, former president of the National Council of Teachers of Mathematics, turns the spotlight on administrative leaders who are seeking to improve their math programs, offering an overview of what an effective program looks like and examples of actions to take to achieve that goal. *Building a Math-Positive Culture* addresses the following topics:

- The three components necessary for a successful math program.
- How to recognize, support, and evaluate effective teachers.
- Steps to take to move from grand ideas to concrete results.
- How to approach obstacles to achieving your goal.

Along with the companion book for teachers *Making Sense of Math*, this book is an essential tool for leaders facing the critical task of revising their math program to develop flexible mathematical thinkers able to meet the demands of the 21st century.



May 30, 2016 – End-of-Year Survey Due

May 30, 2016 – Spring data and DOR submission deadline

June 30, 2016 – Infinite Campus Intervention Tab Data Pull

August 1, 2016 – Signed Assurance Statement/Budget due for 2016-2017 school year